

DOCUMENT RESUME

ED 180 739

RC 011 786

AUTHOR Martinez, Roger D.
TITLE Ethnic Heritage Study Program: A Learning Experience for the Colorado Educator.
INSTITUTION Colorado State Dept. of Education, Denver.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
PUB DATE 79
NOTE 12p.; For a related document, see RC 011 785
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS American Indians; Blacks; *Cultural Background; *Elementary Secondary Education; Ethnicity; Ethnic Relations; Ethnic Studies; *Learning Experience; Mexican Americans; Minority Groups; *Multicultural Education; *Questionnaires; *Teacher Attitudes; Teacher Education; Teacher Improvement
IDENTIFIERS *Colorado; Ethnic Heritage Studies Program Act

ABSTRACT

This ethnic attitude test is designed to be a learning experience in which Colorado elementary and secondary teachers can share ideas, change attitudes if need be, clarify information, and/or reinforce what they knew to be true all along about the multicultural heritage of the state. Participants are asked to indicate the extent of their agreement with 40 statements concerning ethnic or cultural studies and then compare their choices to the point of view expressed by the Colorado State Department of Education, a position which supports the view that every child should, as an integral part of his education, learn about his own and his neighbor's ethnic heritage and learn to respect cultural differences. The statements probe teacher attitudes concerning special programs for American Indians, Blacks, and Mexican Americans; ethnic stereotypes and cliches; self-determination rights of minorities to control their own programs; and the role of teachers, ethnic leaders, and parents in program planning. (NEC)

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ED180739

REC 21-01-80

ETHNIC HERITAGE STUDY PROGRAM

A Learning Experience
For the Colorado Educator

Prepared By:

Roger D. Martinez

COLORADO STATE DEPARTMENT OF EDUCATION
DENVER, COLORADO 80203

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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RC 011786

If, while instructing with skills
of the greatest of teachers,
I have no understanding
of those I am teaching
I am but a clever speaker
and a charming entertainer.

If, I know all techniques
and have mastered all methods
Yet don't understand the ways
and feelings of those around me,
I am but a clever speaker
and a charming entertainer.

But, by understanding the reasons
children differ from each other
I'll succeed in my teaching
and help them on further
For then, and only then
Can my students truly call me.....

T E A C H E R.

Dear Participant:

This is not a TEST! This is not a SURVEY to bring out hidden sentiments or attitudes in order to feed into a computer and come out with still another statistic. This IS a learning experience where we can share ideas, change attitudes if need be, clarify information and/or reinforce what we knew to be true all along.

To agree with the "answers" on Part II is not as important as to be able to justify your own feelings from Part I. It is possible to expand on Part II statements and generate lively discussions (not arguments) for the benefit of all concerned. It is, however, very important that you be true to yourself when it comes to marking down the degree of agreement or disagreement in each statement on Part I. NO ONE will check your paper to assess or determine what a "good" person you really are. That is not the intent of this learning exercise.

On the following pages you will find 40 statements (Part I) concerning ethnic or cultural studies. You are asked to do two things:

- A. Mark the extent of your agreement with all statements by circling the number which most closely reflects your view, belief or knowledge.
1. Emphatically disagree
 2. Disagree
 3. No opinion
 4. Agree
 5. Emphatically agree

T H E N

- B. Begin again. Read statement number one. You will note a code number in the column after the choice numbers. Check your numbers of Part II to see if we agree with your point of view. Continue on to numbers two, three, etc.

Practice statement
(Part I)

- o. This exercise will help me better know myself.

Emphatically						
Disagree	1	2	3	4	5	Code
Disagree						
No Opinion						
Agree						
Emphatically						
Agree						

Practice response
(Part II)

- o. I would say NO OPINION until I find out what this exercise is all about.

PART I STATEMENTS

	Emphatically Disagree	Disagree	No Opinion	Agree	Emphatically Agree	Code
	1	2	3	4	5	
1. To me <u>all</u> children are the same and I cannot treat them differently.	1	2	3	4	5	9
2. For the first twenty-four years Colorado was offically a bilingual state.	1	2	3	4	5	4
3. Community control of our schools by special interest groups or "ethnics" would threaten teacher job security.	1	2	3	4	5	10
4. A mother who has not even finished high school cannot judge what is educationally best for her child regardless of her ethnic background.	1	2	3	4	5	7
5. In these United States, if a person is different it is because he chooses to be different.	1	2	3	4	5	14
6. Black children should be proud of being Black.	1	2	3	4	5	11
7. There is no reason for civil disobedience in a country like the United States where legislative process is designed to respond to the will of the people.	1	2	3	4	5	12
8. People of different ethnic groups cannot control their programs because they don't have the expertise.	1	2	3	4	5	2
9. "Culturally deprived" accurately describes the children of certain ethnic backgrounds.	1	2	3	4	5	17
10. The inequities in the employment and opportunity structure of the United States are minor in comparison with the deficiencies of certain ethnic group people themselves.	1	2	3	4	5	20
11. Only other professionals could possibly determine the effectiveness of teachers.	1	2	3	4	5	3
12. The American Indian and the Mexican American were in the Southwest before the Yankees arrived. They did not know how to make much use of nature's gifts, and for that reason they remained poor and wretched for many hundreds of years. It was only after the "white man" came to this part of the country that it began to grow. The "white people" know how to make use of America's great wealth.	1	2	3	4	5	22

	Emphatically Disagree 1	Disagree 2	No Opinion 3	Agree 4	Emphatically Agree 5	Code
13. Every ethnic or cultural group can enjoy the wealth of this country if only they are willing to work hard.	1	2	3	4	5	1
14. Laws in the United States function to protect every one equally, regardless of sex, religion, or national origin.	1	2	3	4	5	8
15. Most educational programs and techniques are usually designed by middle-income people for middle-income people.	1	2	3	4	5	5
16. Teachers must concern themselves with providing alternatives not answers.	1	2	3	4	5	6
17. What people of many ethnic background need is cultural enrichment and the ability to "sell themselves" to our "white" society.	1	2	3	4	5	24
18. Militant ethnic group leaders are hindered by all kinds of psychological hang-ups.	1	2	3	4	5	16
19. Teachers should plan <u>for</u> rather than <u>with</u> parents in multi-ethnic studies as it relates to students of various ethnic backgrounds.	1	2	3	4	5	13
20. If the Mexican American would only make an effort in learning English most of their problems would be solved. After all English <u>is</u> the language of the land.	1	2	3	4	5	15
21. In the United States everyone has an equal opportunity to get an adequate education.	1	2	3	4	5	27
22. Children of different (from ours) ethnic/cultural background need very special understanding.	1	2	3	4	5	25
23. Many ethnic groups (Polish, Italian, Mexican, Black, American Indian, etc.) have suffered but they should not take it out on the Anglo-Saxen "white".	1	2	3	4	5	29
24. School districts should develop multi-ethnic programs that reflect the composition of their total community and that of the State of Colorado.	1	2	3	4	5	34

	Emphatically Disagree 1	Disagree 2	No Opinion 3	Agree 4	Emphatically Agree 5	Code
25. There are too many different ethnic groups in Colorado to make it possible to have an effective multi-cultural/heritage program.	1	2	3	4	5	31
26. People should teach their own culture at home and leave the school free for more important subjects.	1	2	3	4	5	19
27. Many ethnic groups choose to stick together and not "mix" with other groups. We should respect these wishes.	1	2	3	4	5	23
28. Ethnic studies programs will only serve to keep people divided.	1	2	3	4	5	21
29. People learn when it is to their personal advantage to do so.	1	2	3	4	5	32
30. "Culturally different" children need a lot of love.	1	2	3	4	5	33
31. Community people should be involved in the development of the ethnic studies programs in their schools.	1	2	3	4	5	36
32. We should all aspire to <u>one</u> national culture, after all we do live under one flag.	1	2	3	4	5	18
33. Other countries have been able to rally under one national culture, why can't we strive to do the same in the United States?	1	2	3	4	5	39
34. The ethnic/culture heritage studies programs are merely a response to appease certain militant demands and will soon fade away.	1	2	3	4	5	30
35. We should not have to study about Blacks, Mexican Americans, Indians, Asian Americans, etc. if they are not part of our own community.	1	2	3	4	5	26
36. Indian reservations were established to protect the white man from the warring Indian.	1	2	3	4	5	38
37. Until "ethnics" learn to laugh at themselves they'll always be a little paranoid.	1	2	3	4	5	28
38. In studying the American Indian it would be easier to view them all as one people.	1	2	3	4	5	40

	Emphatically Disagree	Disagree	No Opinion	Agree	Emphatically Agree	Code
	1	2	3	4	5	
39. The emphasis on ethnic-cultural-racial studies only aides in the promotion of "ego trips" to certain militants.	1	2	3	4	5	37
40. Home environment has more to do with the child's progress in school than the lack of knowledge of his ethnic/cultural background.	1	2	3	4	5	35

PART II RESPONSES

1. Yes tell that to the migrant worker after he has put in his twelve hours in the hot fields that day. Tell that to the small farmer after his fourteen hours that day. Tell that to the teacher who might have as many years of schooling as any doctor or lawyer and is earning one third as much Yes, let's discuss how wealth is directly related to hard work.
2. You don't have to be an expert to hire the experts you need. The question is one of being a master of one's own destiny. To be able to have an input in the type of life you want for your children.
3. A hasty review of educational research would reveal that even the most sophisticated of researchers become paranoid before the words "Teacher effectiveness". What parents have to say might be of some value if anyone would listen.
4. If you agree you are two thirds right. Actually, the constitution adopted by the State of Colorado was in English, German and spanish. Make it tri-lingual. Right?
5. So true, so true. The few programs designed to help "others" serve mostly to keep the "melting pot" from boiling over or exploding in our faces.
6. Gee, I don't know, do you? These are the kinds of meaningless cliches that give education the label of something less than a science.
7. What kind of a degree does it take to be able to determine if your child is learning to read or whether he feels like an odd ball in school?
8. Why then do we have so many people protesting the need for civil rights for women, abused children, housing complaints, and passing of new bills if laws have always functioned to protect everyone?
9. Not all children are the same, they don't even look alike and they all have different needs. A half observant mother can tell you that about her own children.
10. Job security is an important safeguard won by the efforts of the American Labor movement. But should a teacher be allowed to receive tenure and then be allowed to die intellectually? Besides, "ethnic" groups are not basically anti-teacher, all they want is for their culture or heritage to be recognized as an integral part of our American society. Any job position should be able to justify its existence.
11. If that is the only avenue left for the Black child, then probably this should be so. But, it is far better to be proud of oneself for what he can contribute to our society and the amount of help he can render to those less fortunate. No one was given a choice in deciding into what race or culture he was going to be born into. Pride should be a positive factor, not a defense mechanism.
12. Was it the will of the American Indian to give up a whole continent to live in reservations? Was it the will of the Black man to come here in chains to live in slavery and then come up north as a second class citizen? Was it the will of the Mexican American to give up his lands to the Yankees and join the Union? Was it the will of the small farmer to be priced off his land?

13. Yes, that's what Hitler did for the Jews, and Stalin did for the Russian Kulaks, and the U.S. did for the American Indian, and plantation owners for the Blacks, and get the point?
14. What choice did the Black child have in choosing his color? What choice did the Mexican American have in learning only Spanish at home? It is not a matter of choice, but circumstances. Stressing these differences (and this goes for all other "different" children) only makes it much more difficult to become a member of our society. Accepting and respecting these differences will make the child feel part of our total society.
15. Learn English, eh? Tell that to the many articulate Blacks we have around or to the many American Indians. Besides, how many monolingual Spanish speaking students do you have in your class?
16. Isn't everyone? Which raises two questions: (a) Are all hang-up bad? and (b) What in the devil is a hang-up?
17. If deprived means to lack a culture, then you're totally off the track. If it means that they are deprived of the middle class culture, then it is probably a correctly descriptive term, but that raises the question of the importance of the middle class culture, doesn't it?
18. One flag? What about our own state flag? Anyway, what culture should we adopt? Southern? Northeastern? Midwestern? Western? not a very practical suggestion, is it?
19. And who is going to determine what is important? The math teacher might decide that only math is important. Probably we'll have to determine what a well rounded education is and how the child will profit from it.
20. Do you mean to say that before Jackie Robinson there were no qualified baseball players? When have we seen in our movies an Asian American end up kissing the heroine after personally placing the bad guys behind bars? Has anyone ever seen Tonto's horse out run Silver when pursuing the bandits? Too many times deficiency has little to do with "our" outcome.
21. Nonsense! The differences are already here and the only way we're going to learn respect for each other is by knowing about ourselves and our neighbors in a positive way. Thank goodness people are waking up from the "melting pot" dream would you believe nightmare?
22. You'll find a similar quote in one of our 6th grade social studies textbooks. If you agree with it, it's because this sort of drivel has been transmitted to grade school children from year to year. The fact that this is garbage has not interfered with its successful perpetuation. In all fairness though, some of the things said about the "anglos" is not totally fair either.
23. That might be true in many cases, but should this be the argument to deprive every child from learning his and his neighbor's ethnic heritage?
24. If you agree with this you're in bad shape. There is still time to do some rethinking if you're past that point RETIRE. Right now! You see, by agreeing to this statement you've narrowed down to one the acceptable culture in our country.

25. Not very special. Not special, just understanding. Don't make it so special the kid really feels different! It could be that the child might or might not know he is different. Don't make an issue of it.
26. We should study the culture of these groups for the same reason we study the American Revolution. I doubt very seriously if any of us participated in that war. Besides, who's to know when you'll be meeting a culturally or racially different person in the street, in a party, in a fjoftball game, in a etc.
27. It looks fine on paper, how does it look in your classroom or in your school?
28. Maybe you're right, but until we learn to laugh with them instead of at them they'll always be a "little paranoid".
29. No perhaps they shouldn't, which raises two questions: (a) Is that what they're doing? and (b) what would you do? And if that's what they are really doing it presents still another question: What can we all do to alleviate this situation?
30. In 1776, the colonies came together (in a fashion) under a few hotheads demanding certain rights from the British Crown. To us they are patriotic heroes, to them (the British) they were nothing but a bunch of rabblers. We can't compare the two? Why not?
31. And there are too many countries in the world to have an effective geography course in our social studies program. Sure makes sense, doesn't it? does it?
32. That's a very hard line to take. Many people learn for the sake of learning. I may want to study history and never plan to write a history book or lecture on that subject. Contrary to the thinking of some teachers, learning may be enjoyable which isn't always synonymous to "fun".
33. True. All children need a lot of love we all do!
34. That's right! And if only to be in compliance with Colorado's Public Law 22-1-104.
35. You're probably right if you agree with this one, but the child also has to feel comfortable in his school environment. One way to make him feel comfortable is to respect the child as an individual and respect his cultural differences. You'll be surprised to see his progress if you accept these differences as assets and not as a hindrance.
36. Sure! Why not? Since when is the child's learning limited to the classroom teacher?
37. That's true in many cases. The fact that there is abuse of power in our own political system doesn't justify its destruction. We must remember that the study of ethnic heritage studies is in no way connected to the rise of any one group or person. It's the education of our children what this thing is all about.
38. If we follow that logic, then we better make sure we set a room aside in our own home to protect the burglar that might want to "visit" our house.

39. Other countries have tried and only succeeded in oppressing a segment of their people. Examples: Canada, Great Britian, Spain, Russia, our own U.S. of A. and we can go on and on....
40. If we're looking for easy ways, why study the American Indian at all? Why study algebra, geology, or any of the sciences? The study of ethnic/cultural groups is not something devised to kill time or give the student busy work. It should be considered as an integral part of the child's education.